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ABSTRACT

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this fourth section focuses on the use of industry education exchange programs for department, faculty, and staff. The exchange program is seen as part of a teacher education department staff development plan for increased involvement with the private sector. Although the guidelines are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most personnel exchange programs are described as a model staff development approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. (JT)

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BUSINESS-INDUSTRY-LABOR LINKAGES: A Handbook for Improving Personnel Development Programs

Handbook Section #4

PERSONNEL EXCHANGE PROGRAMS

ESTABLISHING PERSONNEL EXCHANGE PROGRAMS INVOLVING BUSINESS, INDUSTRY, LABOR

BEST COPY AVAILABLE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Improving Vocational Teacher Education Department
Linkages with Business, Industry, and Labor

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

June 1977

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FOREWORD

Continuing advances in technology, changing employment opportunities, and changing work requirements demand that vocational teacher educators establish linkages with the private sector in order to keep up-to-date in their efforts to support relevant education programs for youth and adults. It is recognized also that in developing these linkages, vocational educators can be helpful to their business, industry, and labor counterparts.

Educators must share their concerns for the design and maintenance of viable vocational education programs. Giving visibility to effective strategies and working arrangements will help spread the practice of utilizing business, industry, and labor inputs and, in the process will greatly strengthen the possibilities of placing vocational education graduates in satisfying and rewarding careers.

These eight handbook sections are a response to the need for direction and suggestions in increasing business, industry, and labor inputs into vocational teacher education programs. The guidelines contained in the handbook sections are intended for use by faculty members of vocational teacher education departments, but the material is also easily adaptable for use by vocational educators at the post-secondary and secondary levels.

A strength of these handbook sections is the interest and involvement of vocational education teacher educators across the nation. Appreciation is expressed to the many educators who contributed materials and reviews of the initial drafts. Center staff involved in the development of the Resource Handbook sections include Dr. Richard Dieffenderfer, project director, Ms. Lee Kopp, and Mr. Orest Cap.

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Preface

Resource Handbook Development

The Resource Handbook for improving vocational teacher education linkage with business, industry, and labor was prepared as resource materials for an EPDA Training Workshop conducted at The Center for Vocational Education, April 18-19, 1977. The training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs."

The Resource Handbook has been prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments. The choice of the eight topics developed in each of these handbook sections was based on the stated needs of respondents to a national survey of vocational teacher education departments conducted as part of project activities for identifying existing business, industry, and labor linkages.

The development of the resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. Identify various types and sources of information appropriate to the business, industry, and labor interests of vocational teacher education departments;

2. Describe for vocational teacher educators appropriate ways to access and utilize selected business, industry, and labor information resources; and

3. Organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.

The eight topics featured in the Resource Handbook sections include:

#1 Staff Development:
Creating a Staff Development Plan for Business, Industry, and Labor Involvement.

#2 Advisory Committees:
Utilizing Business, Industry, and Labor Advisory Committees.

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, and Labor.

#5 Workshops:
Involving Business, Industry, and Labor Through Workshop Programs.

#6 Site Visits:
Conducting Business, Industry, and Labor Site Visits.

#7 Resource Persons:
Involving Resource Persons from Business, Industry, and Labor.

#8 Program Support:
Securing Program Support for Business, Industry, and Labor Involvement.

Resource Handbook Feedback

The development of this type of resource handbook series needs the continual input of fresh ideas and reactions in order to make the final product as useful as possible to vocational teacher educators. Inside the back cover of each of the Resource Handbook Sections there is a feedback reaction sheet for submitting your suggestions for improving business, industry, labor, and education linkages. Your ideas are wanted concerning:

1. Suggestions for other linkage ideas and approaches;
2. Linkage problems that are unique to various types/sizes of teacher education departments;
3. Suggestions for references and resource materials;
4. Identification of additional planning steps and procedures; and
5. Additional Comments.

Your professional contribution to cooperative efforts with business, industry, and labor is appreciated.

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Introduction

This part of the handbook section provides an overview of the personnel exchange approach to utilizing business, industry, and labor inputs. The introduction begins with a need statement for the use of personnel exchange programs by vocational teacher education department faculty, followed by a statement of the benefits and contributions of personnel exchange programs to vocational teacher educators, an overview of the parts of this handbook section, and list of objectives for department faculty that use this handbook section.

Need Statement

Continuing advances in technology, changing employment opportunities, and changing work requirements require that all vocational education personnel have an up-to-date and sharp focus needed to provide relevant vocational preparation programs. Keeping up-to-date with new technologies, management techniques, and training techniques is a concern of business, industry, labor, and education groups. The personnel exchange program provides a two-way communication process to help meet these needs.

Contributions / Benefits

What are the benefits to the vocational teacher educator? Vocational education personnel at all levels too often become isolated from the current state of the art in their particular service areas. The exchange program provides opportunities for short-term, up-to-date work experiences.

- Knowledge of current trends and practices enhances one's credibility with students and members of the business, industry, and labor community.
- Occupational experiences may improve classroom teaching and program/curriculum design.
- The experience, according to those who have participated, is a motivating experience.
- Communication and cooperative experiences provide opportunities to maintain a working relationship with business, industry, and labor including provisions for liaison management structure, placement for future students or staff experience programs, and source of personnel for advisory committees.
- Observation of management procedures may result in improved management practices in the department.

What are the benefits to the representatives of business, industry, and labor? Ultimately it means better communication with the educational process that prepares the manpower pool. More specifically, business, industry, and labor representatives gain information regarding the objectives and processes of vocational teacher education programs. The communication and cooperative experiences provide opportunities to maintain a working relationship with the educational community including provisions for being able to identify ways to assist educational agencies in providing relevant occupational education. Participants can also learn of new media or training devices/techniques that may have relevance for training in business, industry, and labor.

Handbook Section Overview

The vocational teacher education department can become involved in personnel exchange programs in a variety of ways. This section focuses on the exchange program as a part of a teacher education department staff development plan for increased involvement with business, industry, and labor.

This handbook section is subdivided into the following parts:

- Introduction — This part of the handbook section contains a need statement, a statement of the contributions and benefits of this approach to the department faculty, an overview of the handbook section, and a list of objectives for the handbook section.
- The Personnel Exchange Approach — Included in this part are descriptions of the basic activities that are common to most personnel exchange programs.
- Alternative Approaches — Suggested alternative forms and procedures are presented in this section to aid departments in developing plans that are unique to their own situation.
- Administrative Details — Part of planning involves investigating and establishing policies and procedures. This part contains suggested items to consider.
- Planning Notes — This part is a step-by-step listing of ideas designed to help the faculty develop plans for the effective use of personnel exchange programs by their department.
- Selected References — References in this part include sources of information used in the handbook section as well as additional references that may be helpful to your department.
- Resource Materials — The example materials contained in this part are illustrative of the types of materials you may be developing as part of your department's involvement with personnel exchange programs.

Developmental Objectives

This handbook section is designed to promote vocational teacher education department *linkages with business, industry, and labor* through the use of personnel exchange programs as part of a faculty staff development plan. Based on the reading, adapting, and implementing of the strategies and techniques presented in this section, department staff will be able to more effectively:

1. Design and implement personnel exchange programs;
2. Develop program criteria based on department goals;
3. Assess how well the personnel exchange program is being effectively utilized by the department;
4. Select appropriate strategy(ies) for your department;
5. Prepare a department plan/procedures for a department personnel exchange program;
6. Locate and use available, needed reference materials; and
7. Design and prepare appropriate aids to assist in planning, implementing, and evaluating the programs.

This handbook section is one of an integrated series of eight sections designed for vocational teacher education departments interested in more effectively utilizing business, industry, and labor resources in their personnel development programs.

Personnel exchange programs properly organized and implemented can be an effective and valuable method of professional staff development.

The Personnel Exchange

The Personnel Exchange Approach part of this handbook section will describe basic activities that are common to most personnel exchange programs. A model procedure for establishing personnel exchange programs will be described under Planning/Preparations Required. This will be followed by Resources Required where budget, time, and a resource file are discussed.

Model Procedures

A model procedure for establishing a personnel exchange program as part of a vocational teacher education staff development program will be described. The model procedure is actually composed of two separate but intertwined model procedures. One set of procedures focuses on the teacher education participants; the second focuses on the business, industry, labor participants. The model procedures may include the following steps:

Teacher Education Visits to Business, Industry, Labor Sites

- Develop objectives;
- Develop department implementation plan;
- Identify & select Business-Industry-Labor opportunities;
- Design placement plan;
- Implement program; and
- Follow-up.

Business, Industry, Labor Visits to the College/University

- Develop objectives;
- Develop implementation plan;
- Develop placement plan;
- Implement program; and
- Follow-up.

Planning / Preparation Required

Develop Objectives

Department objectives for staff participation in the exchange program should be developed. Objectives that could be developed for departments participating in exchange programs could include:

- To plan, implement, and evaluate a personnel development program that will enable teacher educators to revise or reorient their program to reflect the current changes in business, industry, and labor;
- To establish a process for continuing interaction between the department and business, industry, and labor;
- To revise service area related curriculum content based on observations and dialogues with business, industry, and labor representatives;
- To develop case problems and simulations based upon observation, dialogue, and analysis of on-site experiences;
- To secure additional instructional materials to supplement present instruction; and
- To observe the current work-flow, skills, and equipment used in business and industrial settings (including management).

A sample attitude survey that could provide a basis for discussion when developing department objectives is included in Resource Materials (Figure 4.1).

Objectives that could be developed for business, industry, and labor representatives participating in exchange programs include:

- To become more aware of how business, industry, and labor can effectively interface with vocational educators;
- To identify means by which business, industry, and labor can assist in ultimately providing more relevant occupational instruction to students;
- To identify teaching/learning strategies that could be adapted in on-the-job instruction and other training programs;
- To learn about vocational curriculum and teaching/learning approaches being taught;
- To improve education/community relations; and
- To develop communication channels where business, industry, and labor might give input into the education system.

Develop Implementation Plan

A department plan should be created to organize teacher educators gaining access to business, industry, and labor experiences and for business, industry, and labor representatives gaining access to educational site experiences. Equal attention should be given to planning both aspects of the exchange program.

Planning involves:

- Selecting individual/staff responsible for coordinating the program;
- Examining existing policies/procedures;
- Committing resources;
- Examining alternative experiences available;
- Providing time for involvement in experiences; and
- Developing program procedures and guidelines for both aspects of the program.

A check list of planning steps is included in Administrative Details. A sample model program is included in Resource Materials (Figure 4.2).

Identify and Select Business, Industry, and Labor Opportunities

Activities include promotion of the program identification and analysis of a variety of potential experiences sites.

Disseminate project description. Information dissemination and public relations is part of the procedure to secure business, industry, and labor sites for the exchange program. Steps need to be identified to orient the business, industry, and labor community to the purposes and procedures of the project.

Potential audiences include:

- State/local Chambers of Commerce;
- Existing advisory committees;
- Business and industry societies;
- Local civic service clubs;
- State/local unions; and
- Owners and managers of local/regional business and industries.

Potential means to disseminate information may include:

- Newspapers;
- Luncheon meetings;
- Newsletters;
- Brochures;
- Survey to determine interest/cover letter; and
- Project advisory committee.

Based on experience, one teacher educator recommends scheduling individual meetings with potential participants to explain how they could become involved in work experience activities. The educator indicates a more positive response to the program with this approach.

Information dissemination and public relations activities during the activities might also be considered. Necessary permission releases should be obtained for any stories or photographs used.

After completion of the activities, some type of recognition or thank-you to business, industry, and labor personnel for their time and efforts in the program would be appreciated.

Included in Resource Materials are:

- A sample news release (Figure 4.3);
- A sample conference agenda (Figure 4.4);
- A sample recognition certificate (Figure 4.5).

Contact Business, Industry, and Labor. Contact by phone or by letter appropriate persons in business, industries, and labor unions who could help meet the established objectives, and explain the proposed plan.

Depending on the size of the exchange program, this step could be placed differently in the planning scheme. If the anticipated number of placements is fairly extensive, some initial survey of available sites may be advisable. If the exchange will only involve one or two faculty members, direct contact with a business, industry, or labor union selected by faculty members is more expedient. There is a definite value to faculty members participating in the search and selection of a work site.

The purpose of the initial contact is to request availability of the site for faculty activities, to set a date to examine the potential of the site to meet identified objectives, and to discuss details relevant to participating at a work site.

Suggestions for developing a department resource person's file is described in the Alternative Approaches part of this handbook section.

A sample contact letter is included in Resource Materials (Figure 4.6).

Visit the site. The site should be evaluated as to its suitability to meet the work experience objectives developed by the faculty member.

A contact person should be identified before the visit. At the site either the staff development coordinator and/or the faculty member will inspect the area where the faculty member wants to train, talk to the contact person, and discuss a potential work agreement.

Details to be discussed include:

- Objectives of the faculty applicant;
- Ability of the site to meet these objectives;
- Hours duration of experience;
- Salary details (if applicable);
- Immediate supervisor;
- Company policies and procedures;
- Liability coverage; and
- Labor union concurrence with plan.

Confirmation of details of the work experience and an outline of the work plan should be included in a follow-up letter to the company, with a copy sent to any necessary administrators at the university/college.

A sample site evaluation form is included in Resource Materials (Figure 4.7).

Develop a Placement Plan

Each individual participant should be able to state his/her objectives, plan of action, and to complete a work agreement.

Design the educator's work experience. The educator should determine the type of experience(s) that would be most beneficial to him/her. Sample types of experiences have been listed in Special Themes/Topics. This list should provide the start for some personal brainstorming by the faculty.

Objectives for the educator participant should then be developed.

Alternative approaches for gaining the types of experiences desired and meeting the developed objectives are then examined. A suggested listing of alternatives is included in Alternative Approaches.

A work agreement can then be developed based on the developed objectives. This potential work agreement can be brought to the business, industry, and labor site for discussion. If the site can aid in meeting the developed objectives, the work agreement may be signed.

Design the business, industry, and labor representative's work experience. The business, industry, or labor representative should determine the type of experience(s) that would be more beneficial to him/her. Sample experiences are listed in Alternative Approaches and a sample checklist that could be used by a business, industry, or labor representative in planning a university experience is included in Resource Materials.

Objectives for the business, industry, and labor representative should then be developed. These should be examined to see if the university or college is able to help meet these objectives.

Necessary clearances and procedures should be explained to the business, industry, and labor representative.

A work agreement can then be developed and signed.

Included in Resource Materials are:

- Sample worksheets for educators to plan experience (Figure 4.8);
- Sample worksheets for business, industry, and labor representatives to plan experience (Figure 4.9);
- Sample task checklist of opportunities for business, industry, and labor personnel in a university/college setting (Figure 4.10); and
- Sample work agreement forms (Figure 4.11 and 4.12).

Implement Program

Activities for staff may range from actual on-the-job experience, to training opportunities, to observations, depending on the agreement between the individual staff member and the site personnel.

If an orientation session will not be held (see Alternative Approaches for suggestions), individuals involved will have a more positive experience if they:

- find out as much as possible about the site before the experience, and
- familiarize themselves with the company policies, procedures, and organizational structure.

Recommendations for the business/industrial representative in a long-term experience. Suggestions to be included in planning a long-term personnel exchange program include:

- The industrial representative should have three-quarters the normal teaching load;

- A staff member should be assigned to aid the representative in becoming familiar with the entire operation of the university;
- The department should provide continuing consulting opportunities by assigning an individual who will provide assistance to the representative. Ideally these two would share the same office;
- A one-week period before the exchange begins should be scheduled so the representative from industry can work with the instructor in an actual class situation. It is often difficult to determine the amount of orientation to teaching techniques necessary for the industrial representative. One approach is to have the representative team with another instructor;
- Plans should be made for a final evaluation after the experience; and
- It is beneficial if the industrial representative is familiar with classroom organization and has an understanding of the need to organize materials.

Recommendations for the teacher educator visiting industry for tours. If the experience for the teacher educator is to be a series of tours, the following items should be considered:

- Arrange an itinerary that emphasizes more time at fewer plants as compared to little time at many plants;
- At the beginning of a tour, it would help to first see the end product and understand the requirements for its use. This aids in the understanding of the process;
- Spend a balanced amount of time in actual plant operations and a balanced amount of time learning about the relation of materials, engineering, and product development programs; and
- If itineraries of the several plant tours could be reviewed ahead of time, some unnecessary repetition might be avoided.

Follow-up

Follow-up and evaluation techniques to be used would have been established in the planning step. These activities provide information on the program and the site. Evaluation activities and/or instruments would be developed based on the objectives of the work experience. Instruments developed would be designed to measure attainment of objectives. When all evaluation data is gathered, a plan should be developed to combine the evaluation material.

Evaluation may be achieved through:

- Employer's feedback, and
- Participant evaluation reports.

Identify curriculum changes and revisions in the department and/or individual college course. Recommendations for improvements in the exchange program should be noted and reports prepared and disseminated to appropriate persons. Any changes to be implemented in the teacher education program or in business, industry, and labor should be identified. A plan of action should be described to bring about proposed changes. Oral reports by exchange program participants to share experiences with other department members should be encouraged.

Curriculum changes and revisions are at the heart of this experience and are a motivational factor for participation.

Resources Required

Budget

Planners arranging for personnel exchange activities most often are working with an allocated sum of money, whether it be a contract budget or a portion of staff development monies.

Budgeting may include:

- Printing costs;
- Postage;
- Office supplies;
- Salaries;
- Travel expenses;
- Telephone expenses; and
- Substitute salaries.

Responsibility

Depending on the scope of the personnel exchange activities, an individual and/or staff should be given responsibility for coordination of the activities.

Advisory Committee

Existing department advisory committees might be utilized in the staff exchange program or a special advisory committee might be organized to aid in planning and implementing and evaluating the program.

An advisory committee could assist by:

- Identifying strategies for building program support in the business, industry, and labor community;
- Encouraging the cooperation of business and industries for providing work experiences;
- Assisting in the identification of potential work experience sites;
- Encouraging representatives of business and industry to seek experiences in the education setting;
- Reviewing program plans;
- Reviewing evaluation plans; and
- Reviewing evaluation findings and making suggestions to the staff for implementing and/or improving the exchange program.

Develop a Resource File

An active, systematic file of potential sites is one of the best aids in organizing work experience sites. Card files have proven to be a useful approach to organizing and quickly retrieving needed information.

Information to be collected included:

- Subject area;
- Date of contact;
- Name/address/phone of organization;
- Number of visitors/work participants willing to host;
- Best time to contact;
- Amount of lead time required;
- Experiences available;
- Instructional materials available;
- Time available for tours/work experience;
- Special comments; and
- Evaluation comments.

Alternative Approaches

Alternative forms and procedures for personnel exchange programs are presented in this section. Alternatives presented include alternative experiences and scheduling. Special themes/topics related to personnel exchange programs are included at the end of this part of the handbook section. These suggestions should aid departments in developing plans that are unique to their own situation and needs.

Other Procedures / Purposes

Almost no programs can be found that carry on a model personnel exchange program; instead, several variations can be developed to fit particular needs.

Alternative Experiences for Teacher Educators

Experiences that may help in meeting individual objectives might include:

- Orientation to overall plant management;
- Systematic observations of current practices;
- Productive employment (paid or unpaid);
- Tours;
- Interviews with workers, management:
- Attending conferences in training centers;
- Participation in training programs;
- Observation of specific techniques and/or shop operations;
- Assisting in training operations; and
- Acting as consultant.

Alternative Experiences for Business, Industry, and Labor Representatives

Experiences that may help in meeting individual objectives might include:

- Acting as consultant to program/curriculum design or equipment/facilities;

- Acting as consultant on training techniques;
- Resource person in class; for example, give demonstrations, act as speaker, give input on areas unknown to teacher educator;
- On-loan faculty member for an extended period of time;
- Talk with administrators;
- Tour college/university; and
- Short-term instructor.

Alternative Arrangements

Several types of exhcanges are possible between business, industry, labor and teacher educators:

- A one-to-one exchange;
- A group exchange; and
- A consortium.

Consortium Approach

An alternative approach to developing an exchange program is to establish a consortium approach among several participating teacher education departments. A consortium approach might also involve secondary schools as well as other teacher education departments. The consortia develops a system to coordinate the implementation activities, including the placement of participants.

One advantage of the consortia approach is the creation of a pool of potential sites with more variety than a single department may have been able to develop.

Alternative Scheduling

Arrangements may be long-term, for a semester or even up to a year. Many business, industry, and labor participants prefer short-term activities. Schedules for time may include:

- 1-5 day visits;
- 1-4 week experiences;
- Year-long experiences;
- Summer;

- Semester or quarter breaks; and
- Vacation.

Arrangements need not be parallel for both teacher educators and business, industry, and labor representatives.

Participant Meetings

Depending on the number of individuals involved in the exchange, an orientation meeting may be held for the participants from both education and business, industry, and labor.

Orientation meetings can:

- Review the purposes of the program;
- Provide an opportunity for participants to develop personal program objectives;
- Provide an opportunity for participants to develop work/experience plans;
- Provide an opportunity for participants to share expectations; and
- Review program procedures.

Another alternative is a post-program meeting where participants can share their evaluations of the program and develop joint recommendations for program changes.

A sample orientation agenda is included in Resource Materials (Figure 4.13).

Business/Industry Concerns for Long-term Experiences

Items to be considered when planning a long-term personnel exchange program include:

- Difficulty of releasing a productive worker for an extended period of time;
- Industrial representative may be transferred, necessitating replacement;
- Industrial representative may become involved in labor negotiations;
- Liability regulations; and
- Certification status.

Labor Concerns for Long-term Experiences

Items to be considered when planning a long-term personnel exchange program include:

- No collective bargaining for public employees;
- Acceptance of non-union exchange worker;
- Seniority practices;
- Wage scale differences; and
- Work situation created may need to be filled by a new worker at the end of the experience.

Instructor Concerns for Long-term Experiences

Items to be considered when planning a long-term personnel exchange program include:

- Job seniority;
- Salary differential;
- Length of leave;
- Number of instructors on leave;
- Obligation of teacher on completion of leave;
- Eligibility for leave;
- Selection of instructors; and
- Fringe benefit contributions.

Special Themes / Topics

In developing personnel exchange program opportunities for department staff, it is important to identify various alternative approaches that might be used. Included below are some suggestions for themes, topics, and groups that might be part of a personnel exchange program involving business, industry, and labor representatives. This is the start of a brainstorming list; you are encouraged to add to it.

1. Seek experience as an instructor in the training department of a company;
2. Become involved in the instructor training for industrial trainers;
3. Conduct a comparative study of business, industry, and labor training techniques;
4. Engage in non-teaching duties with a business, industry, and labor professional or trade association;
5. Incorporate curriculum development or program revision efforts into exchange experiences;
6. Study the compatability of staff involvement with business, industry, and labor and the standard university incentive system;
7. Conduct an orientation workshop for staff participants and cooperating business, industry, and labor representatives;
8. Become involved in teacher training for apprentice instructors;
9. Broaden experience through exchanges in emerging occupations or other non-traditional vocational education areas;
10. Study benefits of personnel exchange program to the university's community service mission;
11. Establish a consortium of university departments to share information on experiences and placement opportunities;
12. Conduct evaluation of placement procedures and value of personnel exchange experience.

Use the remaining space to add your own ideas:

_____

_____

_____

_____

_____

Administrative Details

This part of the handbook section contains suggested items to consider in investigating and establishing policies and procedures. These items are followed by a Planning Steps Checklist which gives an overview of the major items to be considered in planning personnel exchange programs.

Examine Existing Policy / Procedures

Business, Industry, and Labor Policy/Procedures

The following items need to be examined in order to develop procedures/guidelines for teacher educator experiences in business, industry, or labor sites:

- University/college clearance procedures;
- Existing communication channels;
- Department incentives for participation;
- Available financial resources;
- Reimbursement procedures/guidelines for travel/lodging;
- Criteria for alternative approaches for securing time to participate;
- Guidelines for applying for alternative approaches for securing time to participate;
- Insurance coverage;
- Salaries;
- Costs/benefits; and
- Labor agreement restrictions.

University Policy/Procedures

The following items need to be examined in order to develop procedures/guidelines for experiences by business, industry, and labor representatives in universities and colleges:

- Existing communication channels;
- Business, industry, and labor clearance procedures;

- Salaries;
- Insurance coverage; and
- Reimbursement obligations/procedures.

Establish Policy / Procedures

Teacher Educator Participation

The following policies and procedures need to be developed or incorporated into the guidelines/ procedures for teacher educator work experiences in business, industry, and labor sites:

- Criteria for staff participation;
- Alternative approaches for obtaining necessary time to participate;
- Procedures for contacting business, industry, and labor;
- Criteria/procedures for establishing work agreements;
- Salary responsibility;
- Insurance coverage; and
- Criteria for faculty incentives.

Business, Industry, and Labor Participation

The following policies and procedures need to be developed or incorporated into the guidelines/ procedures for business, industry, and labor experiences in university/college sites:

- Criteria for staff participation;
- Procedures for determining experiences;
- Financial responsibilities; and
- Insurance coverage.

Selection Criteria

Criteria can aid in the effective implementation of the program. Matching of an individual with beneficial experiences is also facilitated.

Faculty and Staff. Criteria for selection of educators might include:

- Priority given to those educators who have the least amount of work experience in their service areas, and
- Priority given to those who have not had recent work experience.

Business, Industry, and Labor Representatives. Criteria for selection of business, industry, and labor representatives might include:

- Representatives have qualifications such that they could be certified as vocational education teachers without difficulty, and
- Representatives have shown desire to participate by agreeing to attend orientation session to develop objectives and design experience.

Work Experiences. Criteria for the selection of work experience for educators might include:

- Participant would be able to acquire skills or knowledge that could be utilized in more effective teaching;
- The firm/organization will assign an appropriate representative to participate in an educational setting; and
- The firm/organization will agree to cooperate in achieving the objectives of the program.

University Experiences. Criteria for selection of experiences for business, industry, and labor representatives might include:

- The representative's assignment should be in the area of the individual's specialty, and
- The representative's assignment should be at an advanced level where he can make his greatest contribution.

Faculty Incentives

It is important to consider what type of institutional or department support is given to encourage faculty involvement in business, industry, and labor linkage activities. The institution and department(s) should identify and/or agree to establish relevant factors and benefits for individuals involved in business, industry, and labor activities. Such factors might include:

- Promotional (both rank and salary);
- Work-load considerations (including extra compensation for extra work);
- Tenure; and
- Professional recognition.

Planning Steps Checklist

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of personnel exchange programs to increase business, industry, and labor inputs into vocational teacher education programs.

- ☐ Develop departme[illegible]/faculty objectives
- ☐ Examine alternative approaches
- ☐ Examine college/university clearance procedures
- ☐ Convene advisory committee (if applicable)
- ☐ Develop department implementation plan for teacher educator
- ☐ Develop department implementation plan for business, industry, labor representatives
- ☐ Prepare information dissemination materials
- ☐ Contact potential business, industry, labor sites
- ☐ Analyze potential business, indsutry, labor sites
- ☐ Develop work plans for teacher educators
- ☐ Confirm business, industry, labor site placement
- ☐ Develop work plans for business, industry, labor representatives
- ☐ Hold orientation meeting (if applicable)
- ☐ Implement program
- ☐ Hold post-program meeting (if applicable)
- ☐ Evaluate program

Planning Notes

This section is designed to assist you in working out plans for the effective use of personnel exchange activities/approaches by your department. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes worksheets is to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, labor representatives in this type of activity/approach.

List of Planning Notes Topics:

1. Determine Needs:
   What department/faculty needs might be met by becoming involved in a personnel exchange program?

2. Faculty Involvement:
   What faculty might become involved?

3. Determine Clearances:
   What types of clearances/legal constraints need to be examined?

4. Determine Sites:
   What are potential business, industry, labor sites?

5. Scheduling:
   What scheduling arrangements might work best for our department?

6. Work Plans:
   What kinds of information should be included in the work plans?

7. Evaluation:
   What type of evaluation activities could be used?

Planning Notes

1. Determine Needs

What department/faculty needs might be met by becoming involved in a personnel exchange program?

2. Faculty Involvement

What faculty might become involved?

3. Determine Clearances

What types of clearances/legal constraints need to be examined?

4. Determine Sites

What are potential business, industry, labor sites?

5. Scheduling

What scheduling arrangements might work best for our department?

6. Work Plans

What kinds of information should be included in the work plans?

7. Evaluation

What type of evaluation activities could be used?

Selected References

This part of the handbook section lists selected reference materials that pertain to personnel exchange programs. In addition to these materials, each service area has a multitude of organizations and publications that are related to that particular service area. The library should be helpful in identifying these. You are encouraged to add to this list.

Print Materials

Entorf, J. F. and Callender, R. W. Industry-Education Exchange: A Program for Mutual Assistance. *Technical Education News,* Vol. 28, No. 3, 1969.

Garber, W. *Vocational Education, Business and Industry Staff Exchange Project.* Proposal for an EPDA, Part F-553 Project. Warrensburg, Missouri: Central Missouri State University, 1977.

Goad, H. H. *Industry-Business-Government Vocational Education Personnel Development Project (VL-Z)--Final Report.* U. S. Office of Education Grant Number OEG-0-70-1965, Texas Education Agency Contract Number 43201167, 1975.

The Eckman Center. *The Business/Labor/Education Professional Development Partnership.* California: The Eckman Center, 1974.

Thomas, E. G. *Manual for the Kentucky Appalachia Vocational Staff Exchange Project.* Bureau of Vocational Education, Kentucky Department of Education and The Appalachian Region Commission, 1976.

Vocational Education, Business, and Industry Staff Exchange Project. Warrensburg, Missouri: Central Missouri State University, working papers, (nd).

Vocational Education/Business Interface in Nebraska. Final Report. Milford, Nebraska: Southeast Community College. Milford Campus, 1975.

AV Materials

Texas Education Agency 16mm film (color) "Personnel Exchange in Texas." 201 East 11th Street, Austin, Texas 78701.

Resource Materials

The example materials illustrated in this part are designed to be adapted and used selectively as your situation dictates. The purpose of these materials is to show a variety of standard forms, letters, suggested procedures, and other similar aids that would be useful to vocational teacher education departments in promoting and developing improved linkages with the business, industry, labor community in their area.

Tables of Figures:

4.1 Sample Exchange Program Instructor Survey (Southwest Community College, Milford Campus, Milford, Nebraska).

4.2 Sample Plan for Personnel Exchange (Texas Education Agency).

4.3 Sample News Release

4.4 Sample Staff Exchange Program/Workshop Agenda (Kentucky Bureau of Vocational Education).

4.5 Sample Certificate of Participation (Kentucky Bureau of Vocational Education).

4.6 Sample Contact Letter

4.7 Sample Site Evaluation Form (Kentucky Bureau of Vocational Education).

4.8 Sample Worksheet Planning Teacher Visits to Business, Industrial Forms (Central Missouri State University).

4.9 Sample Worksheet for Industry Representative School Visits (Central Missouri State University).

4.10 Activity Preference List for the Business, Industry, Labor Representative's Application.

4.11 Sample Personnel Exchange Program Work/Training Plan (Texas Education Agency).

4.12 Sample Staff Exchange Work Agreement (Kentucky Bureau of Vocational Education).

4.13 Sample Orientation and Planning Session Agenda (Central Missouri State University).

SCHOOL/INDUSTRY EXCHANGE PROGRAM
EPDR Part F
INSTRUCTOR SURVEY

Directions: Circle the appropriate rating for each item.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

1. SA A D SD Personnel from industry can provide vocational instructors with assistance in the selection of instruction equipment.

2. SA A D SD Industry can assist a vocational technical college with its counseling techniques as they relate to assisting students make the transition from student to employee.

3. SA A D SD Instructors can participate in meaningful on-site industry activities on a short-term exchange basis.

4. SA A D SD Instructors should counsel with industry on practicality of simulations used for teaching in school.

5. SA A D SD Industrial consultants can help instructors develop programs which fit the needs of industry.

6. SA A D SD Personnel from industry aren't able to provide vocational instructors with a great deal of assistance in determining instructional content.

7. SA A D SD Industry is interested in assisting vocational instructors in the classroom and laboratory.

8. SA A D SD Industrial consultants are reluctant to demonstrate specific skills to students.

9. SA A D SD Personal contact with industry is an important way to validate present curriculum.

10. SA A D SD Many industries have an employees' activity program which, if modified and adopted by a vocational-technical college, would be beneficial to the college's students.

11. SA A D SD Instructors can receive assistance from industry in determining and designing relevant student learning experiences.

Figure 4.1 Sample Exchange Program Instructor Survey

12. SA A D SD Instructors haven't the time to encourage individual industrial consultants to visit and evaluate curriculum while school is in session.

13. SA A D SD Personal contact with industry will assure students will be trained in technically current procedures.

14. SA A D SD Personnel from industry will share ideas and concerns with vocational instructors.

15. SA A D SD There is no relationship between student attrition and student involvement in institutional activities.

16. SA A D SD Industrial consultants should be encouraged to interact with students in an instructional setting.

Figure 4.1 continued

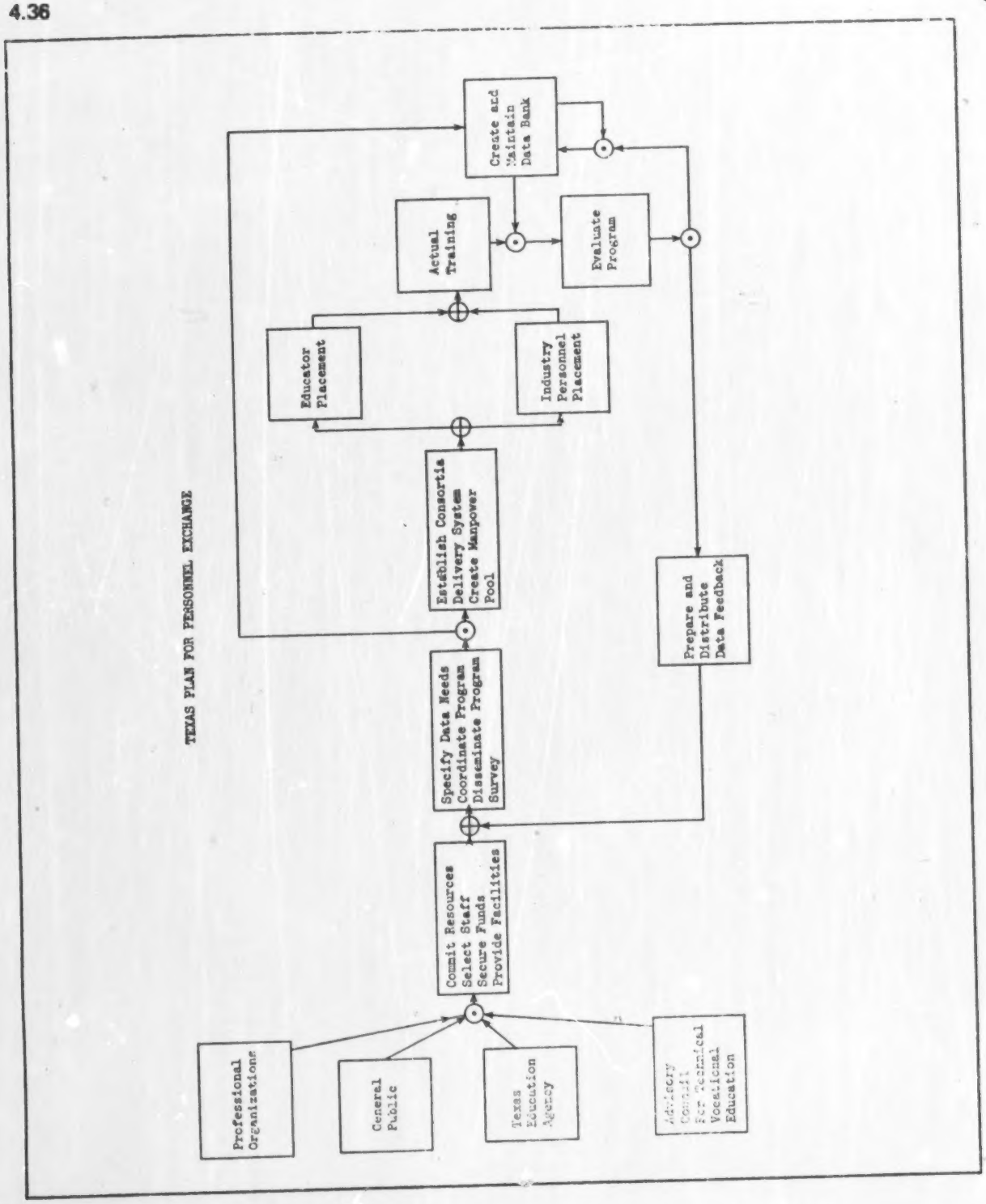

TEXAS PLAN FOR PERSONNEL EXCHANGE
Create and Maintain Data Bank
Actual Training
Evaluate Program
Educator Placement
Industry Personnel Placement
Establish Consortia Delivery System Create Manpower Pool
Prepare and Distribute Data Feedback
Specify Data Needs Coordinate Program Disseminate Program Survey
Commit Resources Select Staff Secure Funds Provide Facilities
Professional Organizations
General Public
Texas Education Agency
Vocational Education

Figure 4.2 Sample Plan for Personnel Exchange

NEWS RELEASE

From: name
institution
address

Release: current date

TITLE

City, state, current date -- A new vocational education program at _____ University is designed to bring vocational educators closer to the business, industry, and labor community. Faculty from the _____ vocational teacher education departments are exchanging work experiences with technicians and supervisors in local businesses and industries. The program is designed to open communication between the vocational education setting and the world of work.

The personnel exchange project is funded by the U.S. Office of Education through the Education Professional Development Act. Eight faculty members from the various departments are participating in the program during the summer months.

Business, industry, and labor representatives will become instructors for a day and will also visit a variety of educational settings both on and off campus. As well as sharing current trends and technical approaches with future vocational teachers, they will also be identifying teaching learning strategies for potential use on-the-job. All personnel involved indicate that equal benefits will be received for both education and business, industry and labor.

More information about the project can be obtained from:

_____.

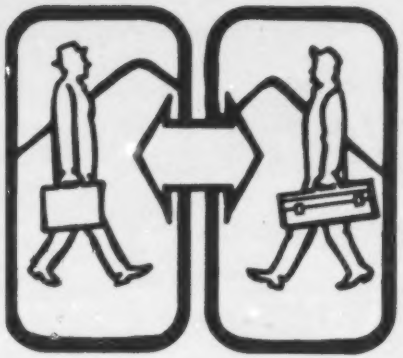
Figure 4.3 Sample News Release

Figure 4.4 Sample Staff Exchange Program/Workshop Agenda

CONFERENCE THEME:

"Business-Industry and Vocational Education Leaders Interchanging Ideas"

Coming Together is a Beginning;
Keeping Together is Progress;
Working Together is Success.



Conference participants will include:

Business and Industry Leaders
Kentucky Vocational Educators
Out-of-state Vocational Educators
Bureau of Vocational Education Personnel

Prepared by the Bureau of Vocational Education
Paid for with State Funds

PURPOSE OF VOCATIONAL STAFF EXCHANGE PROJECT

The vocational staff exchange project allows vocational teachers and administrators to exchange work stations with skilled technicians and supervisors in business and industry where vocational students are being employed.

Through these experiences business and industry can assist the educational agencies by identifying ways to provide relevant occupational education. They will also be able to identify and put into practice accepted strategies of teaching.

Teachers will develop new skills, techniques, and better understand the socio-economic environment of a given employment opportunity. This will provide a practical insight for the revision of their curricula for a more relevant instructional program.

Administrators will work with management supervisors and implement appropriate management practices in the school systems. They will also develop a process for a continuous liaison between the vocational school and business/industry.

This Conference is being held as a part of dissemination and evaluation activities of the Kentucky Appalachia Vocational Staff Exchange Project.

Funded by:
Appalachia Regional Commission

Patrick E. White, Project Director
2035 Capital Plaza Tower
Frankfort, KY 40601
Phone: (502) 564-3096

Kentucky Appalachia Vocational Staff Exchange

Dissemination and Evaluation Conference

August 12-13, 1976

HOLIDAY INN, NORTH
I-75 and Newtown Pike
Lexington, KY 40505

Figure 4.4 continued

Dissemination and
Evaluation Conference

August 12-13, 1976

HOLIDAY INN, NORTH
I-75 and Newtown Pike
Lexington, KY 40505

STAFF EXCHANGE ADVISORY COMMITTEE

Professor Stanley E. Fisher	Mr. O. T. Dorton
Mr. J.H. Mosgrove	Mr. Wayne Edwards
Mrs. Rose Mary Brooks	Mr. Lee Keene
Mr. Ernie Bentley	Mr. Joe Mauk
Mr. Gary L. Bunch	Mrs. Mildred Potter
Mr. Gilbert Campbell	Mr. Gilbert Wood
	Mr. H.P. Vogel

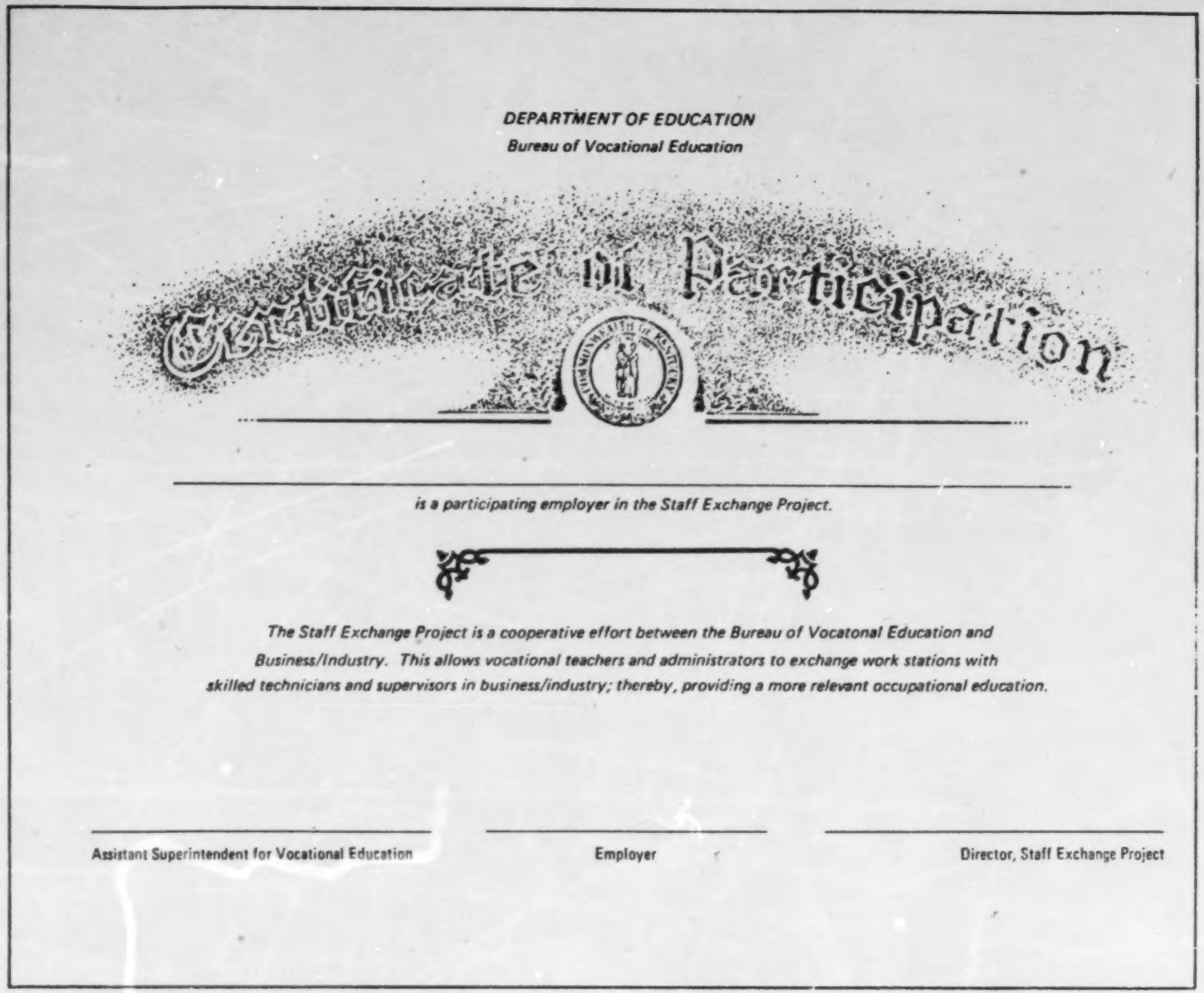
THEME: "Business-Industry and Vocational Education Leaders Interchanging Ideas"

THURSDAY, AUGUST 12, 1976

9:00-10:00	Registration .. Foyer, Thoroughbred Room
10:00-11:00	General Session ..... Thoroughbred Room Presiding: Professor Stanley E. Fisher, Chairman Staff Exchange Advisory Committee
10:00-10:15	"Purpose and Orientation of Conference" Patrick E. White, Project Director
10:15-10:45	"Business and Industry Involvement in Vocational Education" Billy Ray Howard, Assistant Superintendent for Vocational Education Bobby Grogan, Deputy Director for Vocational Education
10:45-11:00	Coffee Break ..... Thoroughbred Room
11:00-12:00	Comments of Participating Educators
12:00- 1:00	Luncheon ..... Bourbon Room
1:00- 1:15	Luncheon Speaker .... Dr. Don Van Fle
1:30- 2:45	"Business and Industry Comments and Recommendations" Cecil McGee, Vice President Whayne Supply Company Louisville, Kentucky John B. Clarke, Manager Community Affairs and Facilities Services Operation General Electric Appliance Park Louisville, Kentucky
2:45- 3:00	Coffee Break ..... Thoroughbred Room
3:00- 4:00	"Educators Views of Project Impact" Harlan Davidson Brondle Skaggs Jack McElroy Wendell Ford Wayne Bowling Arthur Jefferies
4:00- 4:10	Summary of First Day General Session Robert E. Spillman

FRIDAY, AUGUST 1976

9:00- 9:30	General Session ..... Thoroughbred Room Workshop Orientation and Evaluation Patrick E. White, Project Director
9:30-10:30	Group Workshops ..... Room 1-2-3-4 A– Revision of Curricula to Reflect Current Practices in Business-Industry Jack McElroy and Charles Lash B– Develop Plan for Continuous Liaison Between Business and Industry Bob Spillman and Pepper Tyree C– Relating the Socio-Economic Environment to an Employment Opportunity Ernest Ezell and Nona Saling D– Information and Dissemination Related to Project Management Patrick E. White
10:30-10:45	Coffee Break . Foyer, Thoroughbred Room
10:45-11:45	Group Workshops (A-B-C-D) . Room 1-2-3-4
11:45-12:45	Buffet Luncheon ..... Bourbon Room
12:45- 1:45	Group Workshops (A-B-C-D) . Room 1-2-3-4
1:45- 2:00	Coffee Break . Foyer, Thoroughbred Room
2:00- 3:30	General Session ..... Thoroughbred Room Comments, Recommendations, Evaluation
3:30	Adjournment .....Robert E Spillman



DEPARTMENT OF EDUCATION

Bureau of Vocational Education

Certificate of Participation

_____

_____

is a participating employer in the Staff Exchange Project.

The Staff Exchange Project is a cooperative effort between the Bureau of Vocatonal Education and Business/Industry. This allows vocational teachers and administrators to exchange work stations with skilled technicians and supervisors in business/industry; thereby, providing a more relevant occupational education.

_____ _____ _____

Assistant Superintendent for Vocational Education | Employer | Director, Staff Exchange Project

Figure 4.5 Sample Certificate of Participation

Dear _____:

The vocational teacher departments of the University of _____ has implemented an educator, business/industry/labor personnel exchange program which would involve faculty from the departments of business, distributive, and home economics vocational teacher education. If you have not been introduced to this program, the enclosed brochure will help to familiarize you with it.

I would like to meet with you at your earliest convenience to explore the possibility of one of our faculty receiving experience at your firm to observe new skills and techniques that would be helpful to update curriculum content.

I will call your office the week of January 7-10 to arrange an appointment to explain the benefits and operation of the project.

Sincerely,

Coordinator
Faculty Industry Exchange

Figure 4.6 Sample Contact Letter

SITE EVALUATION
FORM

Approved Disapproved _____

_____

Educator _____ Date Visited _____

Name of Firm _____ Dates of Exchange _____

Persons Interviewed _____

_____

QUESTIONS TO BE COVERED

Is the firm able to provide the training and experiences needed to develop the desired skills and competencies?

Will the firm provide an opportunity for the educator to practice the desired new skills and competencies?

Does the firm have the proper equipment needed for practice?

Will the firm provide proper supervision?

Are the duties and tasks to be completed for the exchange satisfactory to the firm?

Yes No _____

Does the supervisor agree to work with the educator and complete the evaluation form? _____

Name _____

What will the working hours be? _____ Will educator be employed? _____

Are there any pertinent working arrangements and conditions?

_____

_____

Was agreement signed? _____ Was evaluation sheet left? _____

Site Evaluator _____

Figure 4.7 Sample Site Evaluation Form

WORKSHEET

TEACHER VISITATIONS TO TRADE OR INDUSTRIAL FIRMS

Date of first visit _____ Time _____

Date of second visit _____ Time _____

Person to contact _____ Where to meet _____

This worksheet is provided to assist in planning for teacher visitations to industry. It is expected that the teacher will visit industry on two days with the industry representative as host. Planning is necessary to make the time spent most productive. This worksheet will provide a guide for joint planning by the teacher and the industry representative. Both the teacher and the trade or industrial representative will be together when the exchange visits are made.

OVERALL OBJECTIVES FOR TEACHER VISITS TO INDUSTRY

Obtain information about the organizational structure of the business firm.

Obtain occupational information about careers related to your specialty field.

Update knowledge about changes taking place in your specialty field.

Obtain information about employment procedures, employee orientation, company policies, fringe benefits, and training programs.

Observe actual work-flow, skills, and equipment used.

Interact with industry personnel to exchange ideas and techniques for improving classroom instruction.

Obtain a view of the profit motive and its importance to the free enterprise system.

Schedule of Visits to Industry

In general, it is suggested that the two-day period be divided into four one-half day sessions and that your planning efforts be organized in that way.

1st Half Day -- Get the big picture, obtain occupational information and tour the company facilities.

2nd Half Day -- In-depth observation and exploration of a specific department or interest area.

3rd Half Day -- In-depth observation and exploration of a 2nd specific department or interest area.

4th Half Day -- In-depth observation and exploration of a 3rd specific department or interest area. Reserve time for final interaction and review or question session with appropriate individuals.

Figure 4.8 Sample Worksheet Planning Teacher Visits to Business, Industrial Forms

PLANNING GUIDE FOR 1st HALF-DAY

Interact with company personnel and tour the facilities. Rap session(s) with key personnel.

Suggestions:

1. Get the big picture.
2. How is the company organized?
3. What products are made or what services are provided?
4. What major functions are needed to accomplish the profit goals of the company?
5. Who is responsible for major company management functions?
6. Obtain information about employment procedures, employee orientation, company policies, fringe benefits, and on-the-job training programs.
7. Obtain occupational information about careers related to your specialty field.

Possible Key Personnel: (Some of these positions may be combined)

Check personnel who would be available for interaction.

Personnal Manager	____	Traffic Manager	____
Owner	____	Production	____
Controller	____	Quality Control	____
Plant Superintendant	____	Engineering	____
Plant Foreman	____	Maintenance Supervisor	____
Purchasing	____	Estimating and Sales	____
Security Personnel	____	_____	____
Safety Director	____	_____	____

Suggestions for the Tour:

Observe and learn about work flow and production control procedures.

Learn about types of personnel utilized in the various departments.

Observe skills and equipment in operation.

Learn about relationships between departments.

Identify Areas to be Included in Tour

Personnel Office	____	Engineering	____
Receiving and Shipping	____	Production Control	____
Storage or Warehouse	____	Quality Control	____
Sales Departments	____	Maintenance	____
Parts Stockroom	____	Safety	____
Tool Storage & Security	____	_____	____
Paint Room		_____	____

Figure 4.8 continued

WORKSHEET

INDUSTRY REPRESENTATIVE VISITATIONS TO SCHOOLS

Suggested Activities

Date of first visit _____ Time _____

Date of second visit _____ Time _____

Person to contact _____ Where to meet _____

This worksheet is provided to assist in the planning for industrial representative visitations to industry. It is expected that the industrial representative will visit the area vocational technical school on two days with the vocational teacher as host. Planning is necessary to make the time spent more productive. This worksheet will provide a guide for joint planning by the teacher and the industry representative. Both the teacher and the industrial representative will be together when the exchange visits are made.

OVERALL OBJECTIVES FOR VISITS BY INDUSTRY REPRESENTATIVE TO SCHOOL

Observe classroom activities in order to become better acquainted with curriculum, methods of instruction, equipment, and performance standards.

Interact with vocational teachers and administrators in order to exchange ideas and make suggestions for the improvement of training programs.

Identify ways that business and industry can assist the educational agencies to provide relevant occupational education.

Identify ways that industry can assist the school in developing a more effective placement capability.

Identify ways that industry can assist in developing more effective cooperative education work-experience programs.

PLANNING THE FIRST VISIT TO SCHOOL

Suggested Activities

1. Tour of the school building and facilities--Get the big picture.

   Observe types of programs and activities being offered.

2. Interact with administrative personnel:
   (Check those you desire to interact with)

   Superintendent ____
   Director of Area Vocational School ____
   Principal ____
   High School Counselor ____
   Vocational Counselor ____

Figure 4.9 Sample Worksheet for Industry Representative School Visits

Job placement coordinator ____
T&I Teacher-Coordinator ____
COE Teacher-Coordinator ____
Adult Evening Coordinator ____
_____ ____
_____ ____

3. Observe and participate in classroom and shop activities in your field.

   (Possible activities to be observed)

   Demonstration of job skills or job operations
   Shop or Laboratory activities
   Class discussion
   Lecture
   Role-playing
   Buzz Session
   VICA club meeting
   Students practicing job skills
   _____
   _____

4. Review curriculum, lesson plans, textbooks, study guides, training kits, individualized instructional materials, reference books, trade journals, and other supplementary materials.

5. Review skills and competencies expected of students. Review the placement procedures of T & I students.

6. Review teacher's method of instruction as well as the skills and competencies required for effective teaching.

7. Informal meeting with other vocational instructors for interaction and a question and answer session.

Rough Draft Planning

Use the space below for planning the agenda that you prefer to follow for the first day visit to the area vocational technical school. This will allow for flexibility and modification of the tentative agenda outline above.

Figure 4.9 continued

ACTIVITY PREFERENCE LIST
FOR THE BUSINESS, INDUSTRY, LABOR
REPRESENTATIVE'S APPLICATION

Instructions: Indicate which of the following activities you would like to participate in by indicating a yes or no preference for each of the items below.

1. ( ) YES ( ) NO Tour the university and inspect the facilities.
2. ( ) YES ( ) NO Informally interview and talk with the dean/department chairperson.
3. ( ) YES ( ) NO Present lecture(s) and/or demonstration(s) to students in one's own vocational area.
4. ( ) YES ( ) NO Present lecture(s) and/or demonstration(s) to instructors in one's own vocational area.
5. ( ) YES ( ) NO Work with and guide faculty members in one's own vocational area while they are practicing new skills and competencies.
6. ( ) YES ( ) NO Informally interview and talk with faculty.
7. ( ) YES ( ) NO Informally interview and talk with students.
8. ( ) YES ( ) NO Preview curriculum materials and discuss the skills and competencies expected of workers in one's vocational area.
9. ( ) YES ( ) NO Preview curriculum materials and discuss the course content.
10. ( ) YES ( ) NO Preview curriculum materials and discuss the methods of presentation of the course content.
11. ( ) YES ( ) NO Observe the instructor in the utilization of the method of presentation of the course content.
12. ( ) YES ( ) NO Develop lines for future communication between the school and one's own firm.
13. ( ) YES ( ) NO Be informed about cooperative internship possibilities.
14. ( ) YES ( ) NO Be informed about serving in an advisory capacity to the department.
15. Other _____

_____.

Figure 4.10 Sample Task List for the B&I Person's Application

INDUSTRY/BUSINESS AND EDUCATION PERSONNEL EXCHANGE

Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

RENEWED OCCUPATIONAL EXPERIENCE

WORK/TRAINING PLAN

Name _____ _____ Address _____

School _____ Phone _____

Teaching or other assignment _____

Approximate Time In Weeks for Each Phase of Work/Training Assignment Desired	Work/Training Plan Desired
	(Describe in brief, specific terms the kind of work/training assignment you want in industry or business.)
Dates Work/Training Desired (Please be specific)	Location of Work/Training Desired (You may suggest a specific company, institution, etc.)

Approved:

_____ _____ _____ _____
Applicant Date Supervisor Date

Figure 4.11 Sample Personnel Exchange Program Work/Training Plan

SUMMARIZE YEARS OF EXPERIENCE IN TEACHING OR RELATED WORK

SUBJECTS OR ASSIGNMENTS	LEVEL (Elem., secondary, etc.)	YEARS OF EXPERIENCE

EMPLOYMENT RECORD--LIST PLACES OF EMPLOYMENT IN TEACHING OR RELATED WORK DURING THE LAST FIVE YEARS (Start with present or last position and work back)

DATES	NAME AND ADDRESS OF EMPLOYER	NATURE OF YOUR DUTIES

WHAT TEACHING CERTIFICATES OR OTHER CREDENTIALS DO YOU HOLD? (indicate type, level, subjects, etc.)

IF YOU ARE SELECTED AS A PARTICIPANT, WILL LODGING BE REQUIRED? YES _____ NO _____

I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

_____ DATE

_____ SIGNATURE OF APPLICANT

MAIL APPLICATION TO: Russell A. Walker, Consultant
Occupational Education and Technology
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Figure 4.11 continued

KENTUCKY DEPARTMENT OF EDUCATION

Bureau of Vocational Education

Staff Exchange
Work Agreement

Region _____ School _____

Educator's Name _____ Social Security No. _____

Educator's Address _____ Zip Code _____

Home Phone _____ Age _____ Sex _____

In Emergency Notify _____

Position _____ Service Area _____ No. Years _____

WORK EXPERIENCE RELATED TO PRESENT WORK

Location	Description	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Firm Name _____

Firm Address _____ Zip Code _____

Supervisor of Educator _____

Work Schedule:

Work Experience at firm will start (date) _____ and end _____

Hours per day _____ Will he be paid by this firm? _____

Will he remain on vocational education payroll? _____

Work Skills and Competencies desired by the educator:

_____

_____

_____

_____

(PLEASE READ AND SIGN THE BACK OF THIS SHEET)

Figure 4.12 Sample Staff Exchange Work Agreement

Copy to: Firm
Educator
Project Director

WORK AGREEMENT

The cooperating firm agrees to items listed below:

To provide the educator with opportunities to learn to do well as many jobs as possible.

To assist the educator with ways which he has found desirable in doing his work and handling his problems.

To assist the project director to make an honest appraisal of the educator's performance on the job at the end of the specific period agreed upon.

To avoid subjecting the educator to unnecessary or unusual hazards.

To notify the next of kin and school in case of accident, sickness, or any other serious problem which arises.

To permit and expect the project director to confer with the educator for a reasonable period time on supervisory visits to the business.

Other: _____

Signature: _____

The educator agrees to items listed below:

To keep the employer's interest in mind and to be punctual, dependable, and loyal.

To follow instructions, avoid unsafe acts, and be alert to unsafe conditions.

To be courteous and considerate of the employer, co-workers, and others.

To keep such records of his work experience and to make such reports as required by project director.

To conform to policies and regulations of the employer.

Other: _____

Signature: _____

The project director agrees to items listed below:

To visit the educator on the job to evaluate work experiences and assist educator and supervisor when necessary.

To show discretion at the time and circumstance of these visits, especially during emergency periods, when work is pressing.

To recognize that much of the information gathered at the employer's business is confidential.

To avoid incurring any personal obligation to this firm.

Other: _____

Signature: _____

Figure 4.12 continued

VOCATIONAL EDUCATION - BUSINESS AND INDUSTRY
STAFF EXCHANGE PROJECT

Orientation and Planning Session Agenda

CMSU Union Conference Center
November 13, 1976

9:45	Coffee
10:00	Welcome and Introductions
10:15	Purpose and Goals of Staff Exchange Project
10:30	"Partners in Progress - Cooperative Education" (Film)
11:00	Guidelines for participants in the Staff Exchange Project
11:15	Small Group Discussions (Brainstorming)
11:45	Feedback from Discussions
12:00	Lunch - North Dining Room (CMSU Union)
1:00	Planning Session for Staff Exchange Visitations Set dates for on-site visits Plan tentative schedule of activities
1:45	Summary and Discussions Participants complete forms for reimbursement
2:00	Adjourn

Figure 4.13 Sample Orientation and Planning Session Agenda